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ABSTRACT

Ohio's mission in the 1990s is to prepare youth and adults to make informed choices and to enter, compete, and advance successfully in the changing work world. One way to measure Ohio's progress is to examine the Ohio vocational system and its direct relationship to the National Education Goals presented in America 2000. Goal 1 is readiness for school. Students enrolled in occupational child care vocational programs are learning to provide high quality, developmentally appropriate learning and care. Parenting education for students and parents is offered. Goal 2 is high school completion. Programs for at-risk students include Occupational Work Adjustment, Occupational Work Experience, Impact, and Graduation, Reality, and Dual-Role Skills. Goal 3 is student achievement and citizenship. State competency tests for vocational programs and a statewide system of core standards and performance measures are planned. Goal 4 is achievement in science and mathematics. Tech prep requirements, applied academics, and principles of technology courses strengthen math and science skills. Goal 5 involves adult literacy and lifelong learning. Ohio's Competency Analysis Profiles are being completed, tech prep programs prepare completers with advanced skills in high technology occupations, and Ohio's Adult Vocational Education Full-Service Centers enhance on-the-job performance and improve quality of work life. Goal 6 is safe, disciplined, and drug-free schools. Vocational student organizations are active in antidrug and alcohol campaigns. (YLB)

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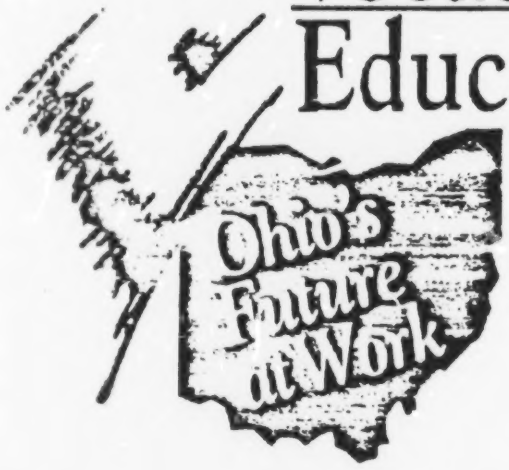
OHIO VOCATIONAL EDUCATION AND ITS RELATIONSHIP TO AMERICA 2000

Vocational Education



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AMERICA 2000	OHIO VOCATIONAL AND CAREER EDUCATION						
	Adult Full Service Centers	Advisory Committees*	Applied Academics*	Career Passport*	Career Plan	Child Care Job Training	Competency Testing Program*
Goal 1: Readiness for School						X	
Goal 2: High School Completion				X	X		
Goal 3: Student Achievement and Citizenship			X	X			X
Goal 4: Science and Mathematics			X				
Goal 5: Adult Literacy and Lifelong Learning	X	X		X	X		X
Goal 6: Safe, Disciplined, and Drug-Free Schools							

* Integral component of secondary and adult full-time occupationally specific vocational programs

AMERICA 2000	OHIO VOCATIONAL AND CAREER EDUCATION									
	Consumer Home-making	Core Standards*	Family Life	GRADS	Impact	OCAP*	OWA	OWE	Tech-Prep	VSO*
Goal 1: Readiness for School	X		X	X						
Goal 2: High School Completion				X	X		X	X		
Goal 3: Student Achievement and Citizenship		X								X
Goal 4: Science and Mathematics						X			X	
Goal 5: Adult Literacy and Lifelong Learning		X				X			X	
Goal 6: Safe, Disciplined, and Drug-Free Schools										X

* Integral component of secondary and adult full-time occupationally specific vocational programs

Ohio Vocational Education and Its Relationship to AMERICA 2000

"...as a nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy." (excerpt from The U.S. Department of Education's *AMERICA 2000: An Education Strategy* sourcebook, April 1991)

We are living in times of unparalleled challenge and opportunity in the way we educate, train, and prepare our youths and adults to compete in a rapidly changing, global economy. Across the United States, the best and brightest minds from education, business, and government are working to reform our schools and respond to critical demands for a literate, adaptable, and productive workforce. At stake is the future of our nation's worldwide competitiveness and economic security.

One of the most vital and strategic resources available to deal with these pressing concerns is a progressive vocational education system. In Ohio, we are answering the challenge by embarking on a new and exciting era in vocational and career education. It is our mission in the 1990s to prepare youths and adults to make informed choices and to successfully enter, compete, and advance in the changing work world.

The purpose of the following information is to examine the Ohio vocational education system and its direct relationship to the National Education Goals presented in *AMERICA 2000*.

Goal 1: Readiness for School

By the year 2000, all children in America will start school ready to learn.

Objectives:

- **All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.**

  Students enrolled in occupational child care vocational programs are trained for careers in early childhood education and care. Foundations of the curriculum involve providing students with the teaching ability to furnish high quality and developmentally appropriate learning and care for preschool children. Enrollment in this program for FY91 was 5,650.

  While parents are attending vocational home economics' family life programs, child care assistants provide developmentally appropriate guidance and activities for disadvantaged preschool children. In FY91 1,888 developmentally delayed children were referred to appropriate agencies.

- **Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.**

  Parenting education is a critical component of several programs offered through vocational home economics--work and family life for consumer homemaking middle and secondary students; Impact for middle school at-risk youth; GRADS (Graduation, Reality, and Dual-Role Skills) for pregnant and parenting teens; adult work and family worksite seminars, GOALS (Graduation, Occupation and Living Skills) for single parents who have dropped out of schools; and displaced homemakers.

In a study conducted by the Ohio Research Institute on Child Abuse Prevention, teens enrolled in GRADS significantly increased their positive parenting practices at the .01 level as measured by pre-post instruments.

The goal of adult vocational home economics' family life programs for families in economically depressed areas is to empower parents with the skills needed for effective parenting, resource management, and job readiness. A two-year research study indicated significant positive changes in parenting behaviors. In FY91 10,855 adults and 4,907 children were served.

- **Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.**

Of the 2,331 babies born to GRADS students, the average birth weight was 6 pounds 15 ounces. This compares to low birthweight defined as 5.5 pounds or less. The GRADS curriculum includes prenatal, postnatal, infant, toddler, and preschool nutrition education. A 1987 study of GRADS students found that pregnant teens enrolled in the program were more likely to deliver a healthy baby than teens not enrolled in GRADS and that the longer a student is enrolled in GRADS, the less likely she is to have a low birthweight baby.

Nutrition education is a critical component of several programs offered through vocational home economics–work and family life, Impact, GRADS, and adult family life.

Goal 2: High School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- **The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.**

The Occupational Work Adjustment (OWA) vocational program is designed for students age 14 and 15 who have shown disinterest in the educational process. In the 1990-91 school year OWA grew to over 600 programs with over 12,000 students. In FY91 from the previous year absenteeism was decreased 39 percent, and suspensions were decreased 24 percent. In a follow-up study of students completing the program 6 years ago 75 percent of the students graduated from high school, 8 percent were still in school, 18 percent dropped out before graduation.

Occupational Work Experience (OWE) is a specialized instructional program for secondary students who are academic underachievers and/or who have been alienated from school. In FY91 14,980 students achieved reductions in student days absent by 14 percent, in student suspensions by 32 percent, and in academic class failures by 56 percent over the previous year.

Impact, a vocational home economics program, helps disadvantaged middle school or junior high youth in urban or rural-Appalachian districts improve self-image, develop basic home and family living skills, and become oriented to the world of work. Program reports indicated in FY91 that 3,195 students improved grades and 2,677 students improved school attendance.

Graduation, Reality, and Dual-Role Skills (GRADS) program for pregnant and parenting teens has a school retention rate of 85.4 percent as compared to a 40 percent retention rate nationwide.

According to Harold L. Hodgkinson in his publication *Ohio: The State and Its Educational System* (November 1987) a "source of high retention level is the excellent statewide vocational education program. There are more reasons to stay in school in Ohio than to drop out, in that many potential dropouts are able to see a relationship between what they are studying and the kind of job they hope to have. As a result, many vocational education students go on to college, once they realize they can do the work at that level."

By FY93, at least 75 percent of all Ohio eighth grade students will have developed an Individual Career Plan (ICP), based on assessment of career interests and aptitudes, and academic achievement and ability. This plan will include initial and tentative career goals developed by the individual and an appropriate educational plan to reach those career goals.

By FY94, at least 75 percent of all vocational education job training completers will have a Career Passport, including job-specific skill competencies, school attendance records, and personal data. The Career Passport will be a tool recognized statewide by employers to provide more specific information concerning vocational education completers as potential employees.

Goal 3: Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

- **The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.**

  The state competency tests for vocational programs will include basic academic skills and those academic skills needed for a specific occupation. The tests will be administered as both pre- and post-tests to determine competency gain. Academic gains will be trackable in the areas of mathematics, communications, and science.

  In accordance with the Carl D. Perkins legislation a statewide system of core standards and performance measures will be in place for the 1992 school year. Performance measures will include academic learning gains, occupational competency gains, placement status of completers, and enrollment data.

- **The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.**

  Students enrolled in vocational education will increase their ability to solve mathematical problems, read, write, and communicate effectively by actively learning skills in applied mathematics,applied communications, principles of technology, and applied biology/chemistry.

- **All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.**

  Vocational student organizations (VSO) in Ohio advocate community service as part of their outstanding chapter competition. Citizenship is encouraged by making students aware of their voting responsibilities and staging local, regional, state and national elections. Students develop an understanding for the concept of the delegate process, public speaking, voting procedures, parliamentary procedure and the democratic way of life.

Goal 4: Science and Mathematics

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- **Math and science education will be strengthened throughout the system, especially in the early grades.**

  Tech-prep provides technical preparation in one or more fields of engineering technology, applied science, agriculture, mechanical, industrial, or practical art ; mechanical, industrial or practical trade. Student competence is built in mathematics, science, and communications through a sequential course of study which consists of two years of secondary school preceding graduation and two years of higher education.

  Infusion of the K-12 competency based mathematics into vocational applied mathematics classes will enable all students to have positive learning gains.

  Vocational applied biology/chemistry integrates the treatment of biology and chemistry as a unified domain of subject matter. Applied biology/chemistry employs student activities that relate to work and other common experiences, and used video as an effective motivational and informational medium. Student activities will explore science in the context of occupational issues, societal concerns, and personal needs. Higher-order learning objectives will engage students in the use of science process skills; enabling objectives will focus on specific concepts and content.

  Principles of Technology is a vocational course designed to prepare students more effectively for technical careers. Principles of Technology is designed to be both academically rigorous and practical for students. Each unit deals with one principle as it applies in the four energy systems–mechanical, fluid, thermal, and electricity–that make up both simple and complex technological devices and equipment. The unit also covers the mathematics needed to understand and apply the principles.

  Business/industry/labor representatives involved in the Ohio Competency Analysis Profile (OCAP) process are assisting vocational educators in the identification of correlated math, science, and communication skills needed to enter and remain in the world of work. In addition, measures are being taken to ensure that all vocational students receive the basic competencies in math and communication (language arts) as defined by the Ohio Department of Education. The statewide vocational competency tests will cover the academic skills that are essential to the work place as well as those specific to a given occupation.

- **The number of teachers with a substantive background in mathematics and science will increase by 50 percent.**

  Vocational education teachers will become more cognizant of mathematics and science competencies as they interact with the OCAP process and the applied academics instructors. This collaborative venture will enhance the knowledge base of the vocational teachers as well as develop a foundation of occupational related academic skill needs for academic teachers in the applied learning environment.

Goal 5: Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- **Every major American business will be involved in strengthening the connection between education and work.**

  Ohio's Competency Analysis Profiles (OCAP) identify the occupational, academic, and employability skills needed to enter and remain in the world of work. The OCAP process involves 60 separate business/industry/labor groups consisting of individuals from over 500 different companies that represent small and large business in every region of the state. These profiles, due to be completed in August, 1992 will guide secondary and adult vocational education programs in Ohio.

  A new state standard effective April 1, 1989 requires that "all approved vocational education job-training offerings shall also have active local board-approved advisory committees that are composed of employers from any relevant industry or occupation for which the committee is established; trade or professional organizations representing any relevant occupations; and organized labor and other community representatives where appropriate." (*Standards for Vocational Education*, April 1989, 3301-61-03)

- **All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.**

  Tech-prep programs prepare completers with advanced skills in high technology occupations. The curriculum must be competency based and occupationally verified with business/industry and labor. The following requirements must be included : 1) the curriculum must provide academic, employability, and occupational competency development at both the secondary and postsecondary levels 2) eliminate unnecessary duplication of training 3) create clear paths from one educational level to the next for technical career preparations culminating in a two-year certificate or an associate degree in a high-tech field.

- **The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.**

  Ohio's Adult Vocational Education Full-Service Centers have been designated by the U.S. Department of Education as a model for President Bush's call for "Skills Clinics." Each Full-Service Center has modern facilities, state-of-the-art technology and equipment, experienced instructors, and comprehensive programming to meet diversified job-related and human resource requirements. Each center is dedicated to enhancing on-the-job performance and improving the quality of life of Ohio's workforce. In FY91 296,286 adults received skill training with a 96.2 percent job placement rate.

  By FY93, at least 75 percent of all adult vocational students enrolled in job-training programs will have an Individual Career Plan (ICP). By FY94, at least 75 percent of all adult vocational education completers will have a Career Passport including job-specific skill competencies, training attendance records, and personal data.

Goal 6: Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

- **Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.**

  Vocational student organizations (VSO) in Ohio have been active in anti-drug and alcohol campaigns. The Ohio FFA Association in cooperation with the Continental Insurance Company sponsored a safety program entitled, "Operation Safe Prom" dealing with drugs, alcohol and prom activities. Student members of Business Professionals of America have assisted with drug-abuse awareness campaigns such as D.A.R.E., S.A.D.D., and Prom Promise. *DECA Dimensions* magazine has co-sponsored nationally drug abuse and alcohol awareness information.

  All VSO organizations in Ohio focus on leadership skills and improved self-concept. It is for this reason that VSO members are much better prepared to cope with many of the issues facing our young people, including drug abuse, teen pregnancy and violence. Statewide enrollment for FY90 for VSOs was 77,110.

"America must meet the challenge if our society is dedicated to a renaissance in education." (excerpt from The U.S. Department of Education's *AMERICA 2000: An Education Strategy* sourcebook, April 1991).

Ohio vocational education is meeting the challenge by being dedicated to creating a progressive educational system where students are the first priority and performance measures hold us accountable for student results.

11/01/91